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| **Halifax County Schools - Elementary School Weekly Lesson Plan** | | | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | | | **Grade Level: 5th** | | | **Date(s): Unit 1, Week 6 (5.ela.unit1.week6)**  **October 3 – October 7; October 10** | | | |
| **Curriculum Area:** | English Language Arts | | | | | **I Can Statements & Learning Targets (I can……..):**  I can read unfamiliar words and infer their meanings based on the story  I can analyze visual and multimedia “texts” to understand how they affect the author’s message  I can locate and cite information from different text sources to be able to solve a problem quickly  I can participate productively in discussion groups | | | | | | |
| **Content: NC ScoS**  **RL5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).  **RL5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  **RI5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  **RI5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  **RFS5.4c** - Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary  **W5.9b -**Draw evidence from literary or informational texts to support analysis, reflections, and research. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).  **RFS5.4c** - Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  **L5.3a** (conventions) **L5.4b** (spelling derivatives), **L5.4c** (dictionary use, et al.) | | | | | | **Technology Standards & Resources:**  5.RP.1 Apply a research process as part of collaborative research.   * 5.RP.1.1 Implement a research process by collaborating effectively with other students.   5.TT.1 Use technology tools and skills to reinforce and extend classroom concepts and activities.   * 5.TT.1.1 Use a variety of technology tools to gather data and information.   Online websites  Smartboard  Document camera | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | | **RL5.4/RI5.4 -** What strategies can you use to help you find the meaning of the word?  **RL5.7/RI5.7** - How do the images, sounds, and movements contribute to a video or live presentation of a story that you have already read?  **W5.9 -** What evidence did the author use to support his/her claims? Has studying this topic caused you to change your thinking? How will your writing reflect that change? | | | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | | | |  | | |
| **Vocabulary:**  Academic/Content | | Image, sound, movement, visual, graphic, photograph, caption, label, chart, video, | | | | **Teacher Resources:**  Online sites  Reading folders  Constructed Reading Response notebooks  Colored pencils (T), red and green each child, other colors too  Reading notebooks  Rulers  Dictionaries, thesauruses | | | | | | |
| **Monday**  **Subject Integration:**  **Social Studies**  **RI5.7, RI 5.4, RFS5.4, RFS5.4c** | | **Whole Group (60 min.)**  **A)** Hook -<http://podcasts.history.org/021510/RunawaySlaves.mp3> Using the open-minded portrait, students take notes of their impressions, facts discovered, feelings as they listen to the podcast.  **B)** Teach runaway slave advertisement lesson found at <http://www.hrvh.org/exhibit/aa07/education/curriculum/1_Run_Away/1_Run_Away_Slave_Lesson_Plan.pdf>. (45 minutes)  **C) “**How does this information fit with our overarching theme of Transition?” Discuss with class briefly.  **D)** Spelling pretest. | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Tuesday**  **Subject Integration: Social Studies, SL5.1b, SL5.1c, RI5.4, RI5.7** | | **Whole Group (45 min.) http://www.mnps.org/Page34382.aspx#Background Part 1**  **A)** Hook – “We’ve been writing our advertisements and articles, working on the content, phrasing, etc. This next activity will give you more content for those newspaper pieces.”  **B)** Introduce Webquest and purpose. Explain how it will transpire. “What do you do when a link doesn’t work?” Discuss avenues for replacing the information (about 5 broken links). Divide students into heterogenous groupings. Begin. (quest will occur over 3 days)  **C)** Teacher monitors. Sum up what has occurred – have each group check in as to their statuses. | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Wednesdays**  **Subject Integration:**  **Social Studies, RI5.4, RI5.7, W5.2, W5.2a, W5.2b, W5.2c, SL5.1b, SL5.1c** | | **Whole Group (45 mins.)** **http://www.mnps.org/Page34382.aspx#Background Part 1**  **A)** Hook –  **B)** Continue webquest.  **C)** Teacher monitors. Sum up what has occurred – have each group check in as to their statuses. | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Thursday**  **Subject Integration: Social Studies, RI5.4, RI5.7, W5.2, W5.2a, W5.2b, W5.2c, SL5.1b, SL5.1c, L5.4b** | | **Whole Group (45 mins.)** **http://www.mnps.org/Page34382.aspx#Background Part 1**  **A)** Hook –  **B)** Finish webquest and articles.  **C)** Teacher monitors.  **D)** Groups share out to peers. If time, allow whole group share; if not, allow small group share.  **E)** Students pull out their newspaper articles and advertisements. With peer partners, they read their pieces, revise and determine the one article or ad they would like to be published in the colonial newspaper. Students who finish early can search on the internet for colonial cartoons and drawings to include, printing out with citation.  **F)** Spelling practice test. | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Friday**  **Subject Integration:**  **Social Studies, RL5.4, RL5.7, SL5.1b, SL5.1c, W5.2d, L5.4b** | | **Whole Group (45 mins. ) COLONIAL DAY – dress as your interpretation of a character.**  **A)** Hook – “Today we are going to complete the end of our colonial unit. First, we will speak with peers and discuss our roles and who we represent. Then, we will edit our newspaper creations, readying for printing (or word processing!). Last, we will take our spelling tests.  **B)** Introductions – students mingle with their peers, introducing themselves and speaking as to their roles in the colonies. (15 minutes)  **C)** Students pull out their preferred article or advertisement for peer-editing conferences. Teacher monitors and provides ample ideas for improvement. Distribute peer editing checklist.  **D)** Conclusion of lesson – retouch what we did within the unit alone. Newspaper should be provided to students within a week.  **E)** Spelling test. | | | | | **Small Group**  Meet with GR groups | | | | **Independent Work**  In final five minutes of SG block, Constructed Reading Response (CRR). | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  --  Action/Activities:  -- | | | | **Reflection-Checking for Understanding**  Students on target:  --  Action/Activities:  -- | | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  --  Action/Activities**:**  -- | |
| **Daily Five Activities for the Week** | | **Read to Self** | **Read To Someone** | | **Listen to Reading** | | | **Word Work** | | | | **Work on Writing** |

**More information about strategies in lessons**

**Open mind portrait**

<http://www.ux1.eiu.edu/~cfdjc/openmind.html>

**Runaway slave ads**

Virginia <http://www2.vcdh.virginia.edu/fellows/runaway.html>; <http://www.history.org/history/teaching/runaway.cfm>;

North Carolina <http://libcdm1.uncg.edu/cdm/landingpage/collection/RAS>

Texas <http://digital.sfasu.edu/cdm/landingpage/collection/RSP>

**Webquest**

<http://webquest.org/>

<http://webquest.org/index-create.php>

**Peer editing conference**

<http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html>

<http://apps.carleton.edu/curricular/aiseminars/assets/KathyEvertzPeerReview.pdf>

**Peer editing checklist**

<http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html>